

BECK ACADEMY

302 McAlister Rd
Greenville, SC 29607

GRADES 6-8 Middle School

ENROLLMENT 625 Students

PRINCIPAL J. Brodie Bricker, Ph.D. 864-241-3268

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	24	16	1

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No

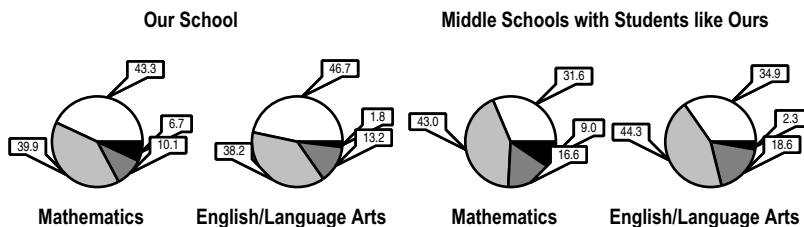
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

93.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	635	98.7	45.8	38.7	13.3	2.2	22.9	Yes	Yes
Gender									
Male	325	98.8	49.5	36.7	11.0	2.8	22.1		
Female	310	98.7	42.0	40.9	15.7	1.5	23.7		
Racial/Ethnic Group									
White	180	98.3	14.1	50.9	28.2	6.7	48.5	Yes	Yes
African-American	429	98.8	59.2	34.1	6.4	0.3	11.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	62.5	37.5	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	497	100.0	40.0	42.0	15.8	2.2	26.3		
Disabled	138	94.2	70.1	25.2	2.8	1.9	8.4	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	635	98.7	45.8	38.7	13.3	2.2	22.9		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	631	98.7	45.5	38.9	13.4	2.2	23.0		
Socio-Economic Status									
Subsidized meals	351	98.9	62.7	30.0	6.7	0.7	11.7	No	Yes
Full-pay meals	284	98.6	25.9	49.0	21.2	3.9	36.1		

Mathematics - State Performance Objective = 15.5%									
All Students	635	98.7	42.3	40.0	10.5	7.2	28.8	Yes	Yes
Gender									
Male	325	98.8	43.1	38.1	10.3	8.5	30.6		
Female	310	98.7	41.6	42.0	10.6	5.8	27.0		
Racial/Ethnic Group									
White	180	98.3	17.8	42.9	21.5	17.8	56.4	Yes	Yes
African American	429	98.8	54.4	37.9	5.6	2.1	16.5	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	12.5	75.0	12.5	0.0	0.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	497	100.0	34.6	45.1	12.1	8.3	33.5		
Disabled	138	94.2	74.8	18.7	3.7	2.8	9.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	635	98.7	42.3	40.0	10.5	7.2	28.8		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	631	98.7	42.2	40.2	10.3	7.2	28.8		
Socio-Economic Status									
Subsidized meals	351	98.9	53.0	36.3	8.0	2.7	18.3	Yes	Yes
Full-pay meals	284	98.6	29.8	44.3	13.3	12.5	41.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	247	97.6	37.8	35.6	23.0	3.6	26.6
	Grade 7	227	97.8	36.2	45.2	17.1	1.5	18.6
	Grade 8	223	97.8	38.2	35.2	22.1	4.5	26.6
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	201	100.0	61.3	27.4	9.7	1.6	11.3
	Grade 7	233	99.6	44.1	40.8	14.2	0.9	15.2
	Grade 8	202	100.0	35.9	47.8	13.6	2.7	16.3

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	247	98.0	33.6	33.2	20.2	13.0	33.2
	Grade 7	227	99.6	39.3	39.3	12.9	8.5	21.4
	Grade 8	223	99.1	40.5	39.0	15.5	5.0	20.5
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	201	100.0	42.5	41.4	10.2	5.9	16.1
	Grade 7	233	99.6	41.2	38.4	11.4	9.0	20.4
	Grade 8	202	100.0	48.4	40.8	7.1	3.8	10.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 625)				
Students enrolled in high school credit courses (grades 7 & 8)	23.2%	Down from 25.2%	13.4%	14.6%
Retention rate	1.6%	Down from 2.3%	4.0%	3.0%
Attendance rate	95.2%	Down from 95.9%	95.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.3%		6.5%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.2%		5.3%	5.3%
Eligible for gifted and talented	14.3%	Down from 18.0%	14.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	20.7%	Down from 22.9%	14.1%	13.9%
Older than usual for grade	3.7%	Down from 4.1%	4.8%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	10.2%	Up from 5.9%	0.9%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	35.9%	Down from 38.3%	46.0%	48.7%
Continuing contract teachers	76.9%	Up from 72.3%	82.6%	81.7%
Highly qualified teachers**	90.6%	N/A	92.6%	90.4%
Teachers with emergency or provisional certificates	14.3%		4.4%	5.3%
Teachers returning from previous year	74.1%	Down from 75.6%	83.2%	85.1%
Teacher attendance rate	95.3%	Down from 98.4%	94.9%	94.8%
Average teacher salary	\$38,742	Up 4.4%	\$39,193	\$40,566
Prof. development days/teacher	8.7 days	Up from 7.5 days	11.2 days	11.0 days

School				
Principal's years at school	1.5	Up from 0.5	4.0	3.3
Student-teacher ratio in core subjects	22.0 to 1	Up from 21.5 to 1	20.1 to 1	21.3 to 1
Prime instructional time	89.3%	Down from 93.8%	89.0%	89.3%
Dollars spent per pupil*	\$5,710	Up 4.2%	\$5,582	\$5,821
Percent of expenditures for teacher salaries*	59.9%	Down from 64.1%	61.4%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	49.3%	Down from 54.1%	95.6%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Beck Academy is an inner-city school located in Greenville, South Carolina. The school was built in 1963 and has served as a high school, junior high school, and a middle school. In 1995 Beck Middle School was selected to become a magnet school and became Beck Academy of Languages. Beck Academy then became the first public school in South Carolina to be selected as an International Baccalaureate Middle Years Program during the 2000-01 school year.

Beck Academy's instructional program addresses the learning needs of a diverse group of students. All students are provided opportunities to advance their skills through regular classroom instruction, targeted small-group instruction in math and reading, and high school courses in Spanish, French, Algebra I, Geometry, and English I. Our Saturday Academic Tutorial program, with support from faculty, parents, and community leaders, focuses on reading and math instruction as well as homework assistance in all subjects. Closing the achievement gap of Beck's students is the focus of our Saturday Academic Tutorial program.

All faculty and staff members renewed their commitment to ensure success of the students and programs at Beck Academy. Faculty Council continues to work with the administration and includes a member from each grade level team, related arts, guidance, and special education. The faculty and administration believe that Beck Academy will reach its fullest potential as an outstanding International Baccalaureate Middle Years Program through the commitment and partnership of the faculty, parents, students, and community working together.

The emphasis next year will continue to be to promote high expectations for students, parents, and staff with a focus on a positive school climate, pro-active discipline, and quality instruction. A uniform dress code, a 5-step school-wide discipline plan, and learning-focused lessons will continue. Participation in the National Network of Partnership Schools and the establishment of an Action Team for Partnerships to learn research-based approaches for partnerships that link family involvement to student achievement is also a top priority of the faculty, staff, PTSA, School Improvement Council Chairman, Mr. Curtis Harkness, and principal, J. Brodie Bricker, Ph.D.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	146	42
Percent satisfied with learning environment	58.3%	51.4%	65.9%
Percent satisfied with social and physical environment	75.0%	60.8%	50.0%
Percent satisfied with home-school relations	72.0%	77.5%	65.9%

*Only students at the highest middle school grade level at this school and their parents were included.